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ABSTRACT

This document is the Wichita (Kansas) High School West multicultural education plan for 1991-92. Wichita High School West is part of the Wichita Public School system. The plan was developed by a committee of 1 administrator and 12 teachers. The plan opens with definitions of the mission of the plan and the meaning of multicultural education for the purposes of the plan. Five areas of emphasis are offered: (1) administrative and counseling efforts; (2) teaching faculty and curriculum efforts; (3) clubs and extracurricular activity efforts; (4) schoolwide efforts; and (5) inservice efforts. The bulk of the document presents descriptions of activities planned for each of the above areas. The teaching and curriculum section offers plans for each academic area. The schoolwide efforts area sets out a year long "Culture of the Month" program beginning with a September emphasis on human relations and interactions and followed each month by programs highlighting particular cultures. Attached is the agenda for an inservice workshop. Also appended is a selection of ideas for celebrating German culture and heritage planned for October in the first year of implementing the plan. Included are 14 resources, with addresses and telephone numbers provided. (JB)

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WICHITA HIGH SCHOOL WEST
Multicultural Education Plan
1991-92

ED 340856

MISSION STATEMENT

It shall be the mission of the Multicultural Education Plan to help in the promotion of understanding and appreciation of other cultures through the educational activities and program of West High School.

Multicultural Education Defined

For the purpose of this plan multicultural education is defined as the inclusion of (facts about) many (other) cultures in the educational process such that all students, without regard to their cultural background, are affirmed.

Areas Of Emphasis

1. Administrative and Counseling Efforts
2. Teaching Faculty and Curriculum Efforts
3. Clubs and Extra Curricular Activity Efforts
4. School Wide Efforts
5. Inservice Efforts

This plan was developed during the spring semester of 1991 with the intent of implementation beginning in the fall of 1991. The members of the committee were: Ray Boese (Math), Lavern Drapal (Science), Kem Faught (Physical Education), Clare Focht (Administration), Nora Glassman (Foreign Language), Charles Jenkins (Social Studies), Peg Kelly (E.S.L.), Linda Koppenhaver (Counseling), Melinda Latimore (Special Education), Charlotte Loveland (Fine Arts), Don Stucky (Industrial Arts), Monty Swanson (Social Studies) and Bev Swisher (Home Economics).

UD 028 846

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ADMINISTRATION AND COUNSELING EFFORTS

ADMINISTRATION

- Share the extent of expectations for carrying out the plan with the staff.
- Insure that there is accountability for all teachers to particpate in multicultural education. This can be accomplished by looking for multicultural activities in lesson plans during teacher evaluations and including multicultural education in our school improvement plan.
- Maintain awareness of progress and activities that are going on in the building. Assign responsibility for a record keeping process to the new multicultural committee and oversee their efforts.
- Translate form letters and other school materials into all languages commonly spoken by parents of students that attend West High School.
- Serve food from the culture of the month at the faculty meeting.
- Conduct the faculty meeting in the style in which it would be conducted in the country or culture of the month.

COUNSELING

- Develop a resource bank for speakers from various cultures that can be utilized by teachers looking for classroom presentors.
- Identify resources within the district that can be utilized by teachers, counselors, etc. when dealing with multicultural issues.
- Develop a list of translators to be available for parent conferences with teachers, counselors or administrators.
- Monitor nominees to conferences/awards, etc. to be sure that we are sending as diverse a group of students as possible. (Consider the total picture of nominees across the school year.)
- Train faculty to handle and/or teach conflict resolution with students from different cultural backgrounds or points of view.
- Make sure that all counselors are trained in sensitization training to deal with families of different cultural background. Share this information with the faculty and staff.
- Develop small groups based on resolving differences and understanding cultural diversity.

TEACHING FACULTY AND CURRICULUM EFFORTS

BUSINESS

- Utilize guest speakers from business who are members of a minority group.
- Discuss various cultures' management systems.
- Discuss/identify entrepreneurs of color.
- Investigate the spending habits of other countries.
- Compare the economic base of different cultures.
- Study how business laws (Pizza Hut in USSR) are different in other countries.
- Discuss the resolution of differences in different countries.
- Study minority business leaders.
- Study economic systems in other countries.
- Discuss the problems in the world economic system: North v. South hemispheres, rich v. poor.
- Discuss the interdependence of world economic system.
- Look at a variety of different keyboard systerms such as: braille, Slavic keyboard.
- Compare type script from other countries.

ENGLISH

- Read minority authors and literature.
- Have discussions about global and multicultural issues.
- Present peer panels using exchange students and West High students.
- Use primary source materials in research efforts.
- Have each student research their own family history (ethnic research).
- Have students present their family history to their classmates.
- Have speeches from the Global Learning Center.
- Write biographical sketches about persons of various nationalities and ethnic backgrounds.
- Have students engage in role playing to experience discrimination, etc.
- Use plays, opera, ballet and theater as mediums to discuss multicultural issues.

FINE ARTS

- Listen, study and perform music from different cultures.
- Compare instruments of different cultures.
- Have productions from different cultures (dinner theatre).
- Take field trips: art museums - art from different culture, plays, concerts, etc.
- Study dances from other cultures.
- Investigate the history and origin of folk dancing.
- Research the biographies of artists from different cultures.
- Study the depiction of minorities in art.
- Utilize comparative art (all areas).
- Use music history as a source for great contributions from all cultures.
- Use art history as a source for great contributions from all cultures.
- Discuss the contribution of rap music.
- Study music, plays in other languages, etc.

FOREIGN LANGUAGE

- Immersion activities should be provided. This includes daily, in-class immersion as well as extended periods such as days or weekends.
- Awareness of languages should be heightened through room labeling, posters and other decorations.
- Emphasis should be put on foods, festivals, dance, holidays and other traditions of the target population.
- Exchange students should be welcomed and asked to participate in classes when appropriate.
- Students should learn about the different currencies used in the countries where the target languages are spoken.
- Study abroad and live abroad experiences should be encouraged.
- Publications in the target language should be provided.
- Tonal language should be explored.
- Exchange teachers should be sought and utilized.

HOME ECONOMICS

- Promote and study international fashions. This could be one type of fashion show given during the year.
- Study international cooking (recipes and techniques).
- Compare customs, holiday, festivals (Dragon, Mardi Gras & Carnival).
- Discuss differences in values in different cultures concerning issues such as: home, child care, family traditions.
- Serve ethnic foods in the cafeteria.
- Have students prepare ethnic foods to share with other students for a class project.
- Sell foods from all over the world during lunch.
- Utilize exchange students to discuss issues in their culture that relate to home economics.
- Look at where your clothing comes from (labels).
- Utilize foreign cookbooks in foods classes.

INDUSTRIAL ARTS

- Make students aware of the large variety of products which are used in the construction of student projects.
- Different housing styles used throughout the world will be studied.
- Discuss how joint agreements between countries have made world manufacturing possible.
- Compare and discuss how the contributions of various cultures have brought about the evolution of technology.
- Studying the history of architectural styles helps to better understand their origin.
- Study how modern aircraft transportation has aided in development and has encouraged foreign ownership.
- Disuss how competitive automobile manufacturing and development has improved technical development.
- Study the myriad of contributions of various cultures to the furniture industry.
- Investigate the origin of variety of materials used in industry. Discuss how different regions of the world supply different products.

MATH

- Study the development of the history of math.
- Research the biographies of mathematicians.
- Utilize cooperative learning/peer tutoring to break down cultural barriers.
- Have high expectations for all students.
- Promote math as a lucrative career field.
- Utilize biographical sketches (Pascal, etc.) when presenting new concepts.
- Discuss the rates and process of money exchange from one culture to another.
- Discuss the origin and history of calculators.
- Discuss the origin and history of hieroglithics.
- Use the "Stand and Deliver" video tape.

P.E.

- Various games from other countries will be introduced and researched to enhance cultural awareness.
- Mentoring is a very important process in the development of proper ideals and attitudes of future athletes, therefore good role models from sports (Pele, etc.) are essential.
- To assist the mentoring process research of good role models is necessary and biographies of professional athletes should be made available to students.
- A complete P.E. curriculum should include units of dancing: folk, square, etc.
- Students need to be exposed to sports of the past and present. Also, popular sports in other countries of the world, as well as the origin of sports in the U.S. should be studied.
- By keeping students apprised of the various physical levels and activities of the countries it should enhance appreciation of such countries.
- A state, country and international fitness evaluation would bring more equality throughout the world and an increase in the importance of adequate physical fitness levels.

SCIENCE

- The students will learn various ecosystems of the world and the cultures that survive there.
- Students will come to appreciate the diverse backgrounds of scientists world wide by reading biographies of scientists.
- The student will study contributions to science from laboratories around the world.
- The student will come to appreciate past cultures from the study of archaeology.
- MACESA is an active organization where minority students and others may learn of engineering opportunities.
- All students wil be made aware of summer studies and research in scientific fields.

SOCIAL STUDIES

- Teachers can arrange for guest speakers to present information on a variety of multi-cultural topics.
- Students should be encouraged to read stories and books represnting various cultural groups.
- Teachers might consider the use of multi-media resources as a way of understanding cultural groups.
- Encourage students to complete research projects that deal with various ethnic groups.
- Teachers may wish to develop multi-racial peer panels to discuss a wide range of topics.
- Use role playing simulations to help students understand the feelings of prejudice.
- Encourage students to interview family members in order to develop an oral history presentation.
- Human relation activities, if appropriate for the class, can be used to foster dialogue between groups of people.

VOCATIONAL EDUCATION

- Examine the cultural differences in job performance expectations.
- Look at non-traditional careers and compare that in a cross-cultural study.
- Seek international business opportunities to study.
- Discuss how interview techniques and expectations vary with culture.
- Use exchange students as speakers.
- Discuss the global opportunities in the business world.
- Examine the concept of exporting jobs.

SCHOOL WIDE EFFORTS

The school wide efforts will be highlighted by a school wide emphasis on a specific culture or nationality each month. Ideally, by the time a student has been at West High School for four years they will have been exposed to over 30 different cultural experiences.

CULTURE OF THE MONTH FOR 1991-92

September	Focus on human relations and interactions, in order to help students get along with people who are different. Activities will include things like cooperative learning, conflict resolution, etc.
October	German culture, heritage and contributions
November	American Indian culture, heritage and contributions
December	Holiday traditions and celebrations of all cultures
January	Asian culture, heritage and contributions
February	Afro-American culture, heritage and contributions
March	Irish culture, heritage and contributions
April	French culture, heritage and contributions
May	Hispanic culture, heritage and contributions

ASSEMBLIES AND PROGRAMS

- Heritage Panel - National Council of Christians and Jews This exposes students to a student panel where each student-presenter shares their cultural background and experiences.
- In celebration of the Asian New Year, Asian students will share the traditional Dragon Dance and other Asian traditions with the rest of the student body.
- The drama department might present a play or musical with a multicultural emphasis or theme, such as South Pacific.
- Utilize foreign exchange students as speakers in classrooms. They are available on a wide variety of topics.
- Speakers could be utilized in classrooms or in assemblies. Some speakers that we are already aware of include:
  African artifacts - Carol Smart - Girl Scouts
  Mexican artifacts - Lara Lehman
- The Wichita State University has an annual cultural fair. We could either use this as a field trip or invite them to come to West.
- English and social studies classes could work together to incorporate having students write a personal history of their family at some point during their years at West.
- Home economics classes could prepare and sell ethnic foods during the lunch period.

MATERIALS AVAILABLE

- Each Thursday the Wichita Eagle has some multicultural information in the mini page of theNeighbor's Section .
- The Global Learning Center publications will be available to all faculty members. These publications have a myriad of resources for teachers to utilize.
- NCCJ calendars - inidcate holidays for various religions, etc.

MISCELLANEOUS

- Building showcases should be used for exhibits from different cultures to coordinate with the culture of the month.
- A Videotape and/or scrapbook should be created to document various multicultural activities that are being worked on in the building.
- Have each department spend some time during each department meeting talking about the multicultural activities that have been going on that month and planning for the coming month.

EXTRA CURRICULAR ACTIVITIES AND CLUBS

ACT/PSAT
- Actively work to get test information out to students of all ethnic backgrounds
- Meet with students who are signed up for both tests and realistically discuss the biases of the test.
- Provide study sessions for students from all backgrounds.

Amnesty International
- Share with the school what is going on in the area of human rights.

Asian
- This club should work to promote their culture and share their culture with other students in the building.
- Help plan activities for the month Asian culture is emphasized.

Black Awareness
- Help promote African-American contributions and share their culture with other students in the building.
- Help plan activities for the month African American culture is emphasized.
- Encourage and support minority student success.

Bible
- Study comparative religions, ethics & values.
- Utilize speakers from various cultural backgrounds.
- Look at how various denominations differ with respect to culture and race.
- Visit different churches to see how they celebrate their services.
- Utilize resources from NCCJ to help understand various religions.

C.O.T.
- Seek speakers from different countries that are employed in the United States.

Career
- Recruit speakers with an awareness of minorities.
- Ask speakers to address minority opportunities in their career field.
- Use the mentoring program to match students with adult role models of their culture and gender who are involved in the student's prospecitve career field.

Chess
- Recruit minority members, capitalize on the international nature of the game.
- Publicize the world chess championships, emphasize the international nature of the game.
- Learn board games from other countries.

Close Up
- Compare government structures from various countries.
- Study the United Nations and international relations.
- Seek speakers from other countries to present information on their governments.
- Utilize foreign exchange students as speakers about government structures.

Foreign Language
- Share expertise about the language and culture they are studying with other clubs.

HERO
- Sell food from different countries.
- Make and display clothing from other countries.
- Discuss the impact of other countries on clothing trends.
- Take advantage of the agricultural exchange student programs.

Hispanic Culture
- Promote the hispanic culture and share their culture with other students in the building.
- Help plan activities for the month in which Hispanic cultures are emphasized.
- Encourage and support minority student success.

National Honor Society
- Correspond with other students from different cultures.

OE
- Study international business careers and practices.

ME
- Study international marketing procedures.
- Invite speakers from companies that have gone international to address the club.
- Look at the differences in marketing as a result of cultural values and traditions.

Red Cross
- Collect food to send to other countries.
- Work on an international Red Cross project.

SADD
- Target minorities as potential club members.
- Discuss how different minorities are represented in alcohol advertising and discuss the implications.
- Have minority speakers discuss how cultures differ in response to alcohol.

Science
- Continue recycling efforts as a way of looking out for our total world.
- Look for and discuss minority leaders in recycling efforts.

Student Council

- Actively recruit minority representation, (committee chairs, etc.).
- Make the door contest at Christmas reflect the multicultural emphasis for December.

Thespians

- Continue to study plays from other cultures (i.e. Kabuki) and bring them to the student body.
- Invite minority actors/actresses to come and speak.

Yearbook/Press

- Publish monthly articles that reflect multicultural emphases.
- Make the coverage of our monthly cultural themes a part of the yearbook.

General Extra Curricular Activities Suggestions

- Celebrate Mardi Gras/Carnival/Fasching with an all school party/dance. Dress in Ethnic costumes (NO MASKS). This could occur in February/March before the beginning of Lent.
- Have an international dinner. This could be a cooperative venture between multicultural clubs and the home economics department.
- Have a monthly ethnic meal in accordance with the culture of the month or specific holiday. It could be by reservation or pot luck.
- Folk dances could be taught. Teachers are available in Wichita.
- Have assemblies or performances during lunch time. These could feature international entertainment (i.e. Flamenco dancers, gospel choir, steel drum band, folk dancers in costume, dragon dance).
- Showcases in library and all over school should be thematically decorated at least part of the month for the purpose of exposure to different cultures. The emphasis should be on the culture of the month.
- Have international carol singing at holidays. Clubs could perhaps visit retirement/nursing homes.
- All school musical could have a multicultural emphasis such as South Pacific, Man of La Mancha, etc.
- Provide each classroom with a world map or globe.
- Share cultural information during the announcements.
- Have cultural fashion shows.
- Develop and hang hall posters to create awareness of cultural diversity.
- Have students do service work in the community to increase their awareness of the variety of cultures in our community.
- Have foods available from different cultures.
- Take field trips to Indian Center, Cow Town, etc.
- Have a float in Christmas Parade emphasizing different cultures
- Have a beauty contest - Black, Asian, American, Indian, etc.
- Have exchange students share their experiences, etc. Utilize them as speakers in classrooms.

INSERVICE ACTIVITIES-WORKSHOP AGENDA

August 22, 1991

1:00-1:05 Introduction — Area Superintendent

1:05-2:00 Keynote Speaker--Sue Adams
"Mastery Learning" the KEY to Outcome Based Education

2:00-2:50 MULTICULTURAL INFORMATION

Panel Discussion
- Integrated Curriculum
- Story Telling/Library Media

- Cultural Awareness
- Community Resources

3:05-3:55 ENHANCING SCHOOL CLIMATE

Panel Discussion
- Global Learning
- Cooperative Learning

- Conflict Management
- Activity Orientated Classrooms

3:55-4:00 Evaluation and Dismissal

IDEAS FOR OCTOBER

GERMAN CULTURE & HERITAGE

Items for the Bulletin and Daily Announcements

1. Did you know that German students are in school 240 days of the year?

2. It was a German immigrant, Peter Zenger, who fought for the freedom of the press in America.

3. The "pfennig" is the smallest unit of money in Germany.

4. It was a German, Franz Gruber, who coposed the melody from SILENT NIGHT, HOLY NIGHT.

7. Germany won its first gold medal in the Olympics in 1936.

8. Hamburg is the second largest city in former West Germany.

9. In Germany, Labor Day is celebrated on May 1st.

10. Did you know that the color of a German mailbox is yellow?

11. A sign of good luck for the New Year is a pig in Germany.

14. What is a "Bahnhof" in Germany? (railroad)

15. New Year's Eve is called "Silvester" in Germany.

16. Genuine Wienerschnitzel is made from veal.

17. What is the famous German automobile manufacturer in Stuttgart? Porsche

18. Ten eggs are bought in a box in Germany.

21. The most popular Christmas meat dish in Germany is goose.

22. The Berlin Wall in Germany was erected in 1961.

23. The national colors of the German flag from top to bottom are black, red, and gold.

24. The murder that started the First World War was Franz Ferdinand of Austria.

25. The first rigid airship in 1900 was built by a German, Graf von Zeppelin.

28. The most famous spectator sport in Germany is fussball.

29. In Germany, the hours of a school day Monday through Friday, are 8:00 a.m. to 1:00 p.m.

30. The name of the German-American who was once the richest man in the U.S.A., is Johannes Astor.

Let's celebrate German Culture!

1. On October 4, 1991 some teachers and students will dress in German attire in honor of October 6th- German-American Day.

2. Videos will be shown in F-4 on Thursdays. Teachers are welcome to bring their classes to view these films which depict German life and culture. (Attached, you will find a short review of these films.)

3. Exhibits of German realia are in the display cases in "A" hall and in the library. Please encourage students to check these out.

4. A contest will be held throughout the month of October that is open for EVERYONE at West High. To be eligible, you should jot down the name of any noteworthy German and his/her contribution to society. A box is provided in the library for this contest. On October 31st names will be drawn and prizes given to the lucky winners.

5. West High School has five exchange students from Germany who are willing and ready to speak to classes about their countries and lives. Jens Dieters, Tanja Grotzki, Kerstin Martens, Hanjo Hautz, and Ramon Wolf.

Refer to your Multicultural Education Plan Notebook for suggested classroom activities. Be creative and plan your own! Below are a few more suggestions:

Language Arts	Social Studies
Find German words in the English language	Compare labor unions here and abroad
Make up a dictionary of cognates	Reseach social institutions
Conduct spelling bees	Compare the U.S. Constitution to Germany's
Read biographies of well-known German-Americans	Locate major German cities
Interview German-Ameican friends and neighbors	Talk about German unification
Write the history of one German-American immigrant family	Research the Social Security System of both countries

Fine Arts	Science
Study German-American composers	Explore space science, and contributions by German-American space scientists
Listen to music by German composers	Study major contributions by Germans in medicine
Teach popular German songs, folk songs, folk dances, etc.	Research the science of genealogy
Create visual arts projects featuring German cultural heritage	Present latest accomplishments in telecommunications

The resource people for the October German cultural month are Jan Bard, Agnes Geigenmiller, Sheilla Curtis, and Jere Weigand.

During October...

West explores German culture

Candy Trimmell, Asst. News Editor

The month of October has been selected as the month West High will celebrate German culture. Many different activities have taken place throughout October, and more will continue through the remainder of the month.

Some of the staff and a few students dressed in German attireon October 4 in honor of German-American day celebrated October 6. A German songfest was held this day in the library during fifth hour for anyone who wished to attend. The festivities were open to anyone with fifth period lunch, and to any teacher who wished to bring their class.

Hot apple cider was served in tradition of German culture as students sang and learned about an unfamiliar country. Many students got the opportunity to hear their teachers' singing voices, as a few of the faculty members sang solos or duets to the German folk songs.

Students also found that their teachers had instrumental music abilities as well. Sheilla Curtis played accordion and sang a solo. Nora Glasmann and Karen Bozarth sang along with Mark Billman, who played guitar, and Greg Begay playing tuba. Begay is a student at West.

Curtis also told students the importance of learning about a new culture, taught students word and expressions from the German language, and related experiences from her visit to Germany.

Several staff members dressed in German costumes for German-American day. Participating were (front) Agnes Geigenmiller, Debbie Slusher, Panfila Galvan, Norma Lou Hilton, (back) Eva Murphy, Sheilla Curtis, Jan Bard, Nancee Scherich, Verner Cartledge, Marylin Sharp and Nora Glasmann.

Among the songs that were sung were *The Happy Wanderer, Edelweiss, Muss I Denn,* and *Lili Marleen.*

Exhibits of German realia are located in the display cases in A-hall and the library. Students are encouraged to look at the exhibits and learn more about a new culture.

Videos depicting German life and culture have been shown every Thursday in F-4. The two remaining films to be shown Thursday October 24 are *When the Wind Turns* and *Oswald Mathias Ungers.* Teachers are welcome to bring their classes to view the films and should see Jere Weigand in F-10 to schedule the class.

Another event that is currently being held is a contest open to everyone at West throughout the month of October. Entering the contest is easy, simply write the name of any noteworthy German and his or her contribution to society.

Place your entry in the box located in the library provided for the contest. Names will be drawn on October 31, and prizes will be given to the winners.

To help you learn more about Germany and its customs, five exchange students are willing to speak to classes about their country. These students are Tanja Grotzki, Kerstin Martens, Jens Driters, Hanjo Hautz, and Ramon Wolf.

For more information concerning the October German cultural month contact Jan Bard, Sheilla Curtis, Agnes Geigenmiller, or Jere Weigand.

West music groups to be involved in performances

Vocal music department

Clara Oliver, Asst. Features Editor

West High's vocal music department will present a free concert November 4,1991 at 7:30pm in West Highs Auditorium.

The music classes have spent a lot of class time getting ready for this program. But there was no out of class rehearsals held.

Boys Glee Club will be performing *O Mister Moon, Sixteen Tons* and *Aura Lee.* Girls Glee Club is performing *Sundown, Pretty Little Shoes,* and *Festival Alleluia.*

Hi Larks will sing *Come Let us Sing, A Joyful Song, I Don't Know Why* and *In The Highlands.*

Westerners are going to perform *Tutto lo di mi dici Canta, Shenondoah* and *What A Wonderful World.*

And last but not least, Concert Choir will do *Jubilate, Weep O Mine Eyes, Something Told The Wild Geese* and *Ezekiel Saw The Whoele.*

Instrumental Music

Candy Trimmell, Asst. News Editor

The West High Marching Band will be one of fourteen Wichita area high school bands to perform in the annual WSU High School Marching Band-O-Rama I and II. The festival will be held in Wichita State University's Cessna Stadium at 7 pm Monday Oct. 21, and 7 pm Tuesday Oct. 22. The festival, which was expanded to two nights this year, is free and open to everyone.

West will present their halftime show Monday, along with marching bands from Derby, Hutchinson, and Wichita High Schools North, South, East, Heights, Northwest, and Southeast. Tuesday night, bands from Goddard, Maize, Leon-Bluestem, Clearwater and Andover will perform.

The Band-O-Rama is completely non-competitive, and is described as a "great opportunity to see many of the Wichita area high school marching bands," by Victor Markovich, director of bands in the WSU School of Music.

The band festival is presented by the WSU Band's Honorary Fraternity,Kappa Kappa Psi and sorority Tau Beta Sigma. This year it is being co-sponsored by Senseney Music and Starkey Music of Wichita.

GERMAN FILM SCHEDULE FOR OCTOBER

Teachers: To schedule your classes for viewing these films, please see Jere Weigand in F-10.

Thursday, October 3

1st	Berlin Blockade and Airlift	18 min.
	Under High Schies	28 min.
2nd	Federal Republic of Germany (1945-55) pt.1	28 min.
	Features of Ulm	13 min.
3rd	Federal Republic of Germany (1956-68) pt.2	30 min.
	New Painting in Germany	15 min.
4th	Federal Republic of Germany (1969-88) pt.3	30 min.
	Features of Ulm	13 min.
5th	Berlin Blockade and Airlift	18 min.
	Under High Skies	28 min.
6th	Federal Republic of Germany (1945-55) pt.1	30 min
	Features of Ulm	13 min.
7th	Federal Republic of Germany (1956-68) pt.2	30 min.
	New Painting in Germany	15 min.
8th	Federal Republic of Germany (1969-88) pt.3	30 min.
	Features of Ulm	15 min.

Thursday, October 10

1st	Molecular Genetics-R.Koch	26 min.
	An American in Prussia	14 min.
2nd	German Americans	58 min.
3rd	Max Planck	26 min.
	Portrait of Adolphus Busch	21 min.
4th	Balthasau Neumann	17 min.
	Land of the Grimm Brothers	28 min.
5th	Off to New Shores	48 min.
6th	Americans from Germany	26 min.
	Portrait of Adolphus Busch	21 min.
7th	Ode to Joy and Freedom	54 min.
8th	Land of the Grimm Brothers	28 min.
	Protrait of Adolphus Busch	21 min.

Thursday, October 17

1st	The Competitive Edge	28 min.
	New Painting in Germany	15 min.
2nd	The Picture Thinker	30 min.
	New Painting in Germany	15 min.
3rd	Munich	30 min.
4th	Passport-highlights various parts of Germany	20 min.
5th	Austria	20 min.
6th	Liechtenstein	30 min.
7th	Passport	20 min.
8th	Passport	20 min.

Thursday, October 24

1st	When the Wind Turns	28 min.
2nd	Oswald Mathias Ungers	30 min.

The following mivies can be borrowed for Classroom use:
Munich
Passport-highlights various parts of Germany
Liechtenstein

GERMAN EXPRESSIONS

1. Guten Morgen-GOOten Morgen (oo as in moon) Good Morning.

2. Guten Tag (Tog) Good afternoon.

3. Auf Wiedersehen (ow as in cow) Vederzayn Good Bye

4. Wie heisst du? (ve heist doo) (oo as in moon) What´s your name?

5. Gut, danke (Goot, oo as in moon) donka Fine, Thank You.

6. Wie geht´s? (Ve gayts) How are you?

7. Ich heisse (eesh hisa) My name is .....

8. Wie alt bist du: (ve alt bist doo) How old are you?

9. Ich bin .....Jahrealt (eesh bin ..... yara alt)
I´m .....years old.

1 eins (ines)	6 sechs (sex)
2 zwei (tsvie)	7 sieben (zeebun)
3 drei (dry)	8 acht (okt)
4 vier (fear)	9 neun (noyn)
5 fuenf (funf)	10 zehn (tsane)

Multicultural Activity Checklist

Month: October
Culture: Germany
Teacher: _____

Activity	Brief Description:	Rate: 1 is bad 5 is good 1 2 3 4 5

Return to: Jan Bard or Agnes Geigenmiller.

RESOURCES, ADDRESSES, TELEPHONE NUMBERS, ETC.

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Gang, Phil, Global Education "GATE", 4202 Ashwoody Trail, Atlanta, Georgia, 30319, 404-458-5678

GEOGRAFACTS, THE GAME OF THE WORLD, 1445 N. Rock Road, Wichita, Kansas, 67206, 800-752-5262 (Bob Hernandez)

Global Learning Center, 435 South Broadway, Wichita, Kansas, 67202, 316-264-6884

Global Reach, 239 N. McLeod, Arlington, Washington, 98223, 206-335-1540 (David Tremaine)

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